



### **Low Performing School Addendum**

School Location: **Joyner Elementary**

- Goal 1:** By June 2016 students in grades 3-5 will increase reading proficiency based on the EOG assessment from 46.6% to 63.7%.
- Goal 2:** By June 2016 students in grades 3-5 will increase growth in reading, math, and science from “met expectations” to “exceeds expectations.”
- Goal 3:** By June 2016 the literacy proficiency of students with disabilities will increase from 22% to 47.5% and the proficiency of African-American students in grades 3-5 will increase from 35% to 55% based on EOG assessments.

#### **Regional Support:**

Regional support teams will ensure that Low Performing Schools implement the Instructional Framework with fidelity by conducting weekly visits to each of our schools on the Low Performing list. They will coach teachers in literacy, math and science in developing their questioning skills in order to improve student engagement. In addition they will coach individual teachers in designing content appropriate rigorous writing assignments to extend and internalize student learning of content. The regional support team will participate weekly in school based PLCs in order to help teachers fully utilize the PLC process in planning delivery of the C&I constructed units through strict adherence to the standardized pacing guides. Regional support team coaches will share their feedback with teachers immediately in a coaching context. The regional executive team will meet weekly with the principals of all Low Performing Schools in order to apprise them of weekly walkthrough data, and to ensure that principals are on track to meet the goals of this plan.

#### **Central Office Support:**

Central Office based Curriculum and Instruction staff has prioritized standards and revised pacing guides in tested subjects and grades based on NCDPI test specifications. This creates more targeted and purposeful instruction aligned with state summative assessments. Low performing schools will complete diagnostic assessments linked to pacing in tested subject areas. As a result, schools will be able to provide targeted standard-level remediation to students. Additionally, several members of our central office based curriculum team have been placed in our four regions so that low performing schools receive additional support in the areas of literacy, math and science. Two district wide Learning Conferences are scheduled in the fall and spring for teachers that will focus specifically on instructional strategies to maximize student outcomes. Teachers will be able to take strategies directly back to their classrooms for immediate implementation.

**STRIVING. ACHIEVING. EXCELLING.**

712 North Eugene Street · Greensboro, NC 27401 · 336.370.8100

## 2014-16 SCHOOL IMPROVEMENT PLAN

School Name	<b>Joyner Elementary</b>	School Number	<b>436</b>
School Address	3300 Normandy Rd., Greensboro, NC 27408		
Principal	Denise Ebbs		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	20-Aug-15		
Date of Last Review/Update	19-Nov-15		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement
<b>Vision</b>
The Joyner family believes all children have value and worth, and can learn in a secure nurturing environment. We believe we can make a difference in the lives of children. The staff at Joyner will provide a safe, positive environment where all students can learn and become responsible, productive citizens. At Joyner Elementary School, the faculty and staff believe that motivation and high expectations lead to success!
<b>Mission Statement</b>
The mission of Joyner Elementary School is to provide an environment where all children can become self-directed learners and can acquire the academic tools needed to become successful and contributing citizens, thereby instilling respect for themselves and others.

District and State Goal Alignment
<b>Guilford County Schools Strategic Plan 2016, Area I: <b>Personalized Learning</b></b> <i>Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.</i>
<b>Guilford County Schools Strategic Plan 2016, Area II: <b>Character, Service and Safety</b></b> <i>Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.</i>
<b>Guilford County Schools Strategic Plan 2016, Area III: <b>Parent, Family and Community</b></b> <i>Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.</i>
<b>Guilford County Schools Strategic Plan 2016, Area IV: <b>Educator and Organizational Excellence</b></b> <i>Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.</i>
<i>Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.</i>

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Denise Ebbs	Required by Joyner By-Laws	
Assistant Principal Representative			
Instructional Staff Representative	Susan Tendler	Required by Joyner By-Laws	
Instructional Support Staff Representative	Tonya Purcell	30-May-14	2014-16
Teacher Assistant Representative	Ryan Rogers	15-Sep-15	2014-16
Parent Representative	Kerry Walters	14-May-15	2014-15
Parent Representative	Michelle Hines	15-May-14	2014-15
Kindergarten	Yolanda Foster	19-May-15	2015-2017
1st Grade	Theresa O'Connell	19-May-15	2014-15 and 2015-2016
2nd Grade	Dewauna McLean	19-May-15	2015-2017
3rd Grade	Jessica Rhodes	19-May-15	2014-15 and 2015-2016
4th Grade	Rhonda Haygood	19-May-15	2015-2017
5th Grade	Angela Hobbs	19-May-15	2015-2017
EC Department	Mary Harris	19-May-15	2015-17
Media Specialist	Linda Comerford	Required by Joyner By-Laws	2014-2016

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.

# Guilford County Schools Strategic Plan 2016

## School Targets - End of Grade Scores

410436

Joyner Elementary

Select your school code using the drop-down menu in column A above. Once you have selected your school code, your school name will appear in the grey box above and targets for your school will populate automatically.

### TARGET CALCULATOR

READING 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	48.1	53.3	58.5	63.7	68.9	74.1
AMERICAN INDIAN						
ASIAN	66.7	70.0	73.4	76.7	80.0	83.4
BLACK	26.3	33.7	41.0	48.4	55.8	63.2
HISPANIC	46.2	51.6	57.0	62.3	67.7	73.1
2 OR MORE RACES	75.0	77.5	80.0	82.5	85.0	87.5
WHITE	78.0	80.2	82.4	84.6	86.8	89.0
EDS	38.3	44.5	50.6	56.8	63.0	69.2
LEP	44.4	50.0	55.5	61.1	66.6	72.2
SWD	25.0	32.5	40.0	47.5	55.0	62.5
AIG	94.1	94.7	95.3	95.9	96.5	97.1
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	39.9	45.9	51.9	57.9	63.9	70.0
AMERICAN INDIAN						
ASIAN	50.0	55.0	60.0	65.0	70.0	75.0
BLACK	20.0	28.0	36.0	44.0	52.0	60.0
HISPANIC	61.5	65.4	69.2	73.1	76.9	80.8
2 OR MORE RACES	37.5	43.8	50.0	56.3	62.5	68.8
WHITE	66.0	69.4	72.8	76.2	79.6	83.0
EDS	31.3	38.2	45.0	51.9	58.8	65.7
LEP	33.3	40.0	46.6	53.3	60.0	66.7
SWD	15.6	24.0	32.5	40.9	49.4	57.8
AIG	94.1	94.7	95.3	95.9	96.5	97.1
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	23.3	31.0	38.6	46.3	54.0	61.7
AMERICAN INDIAN						
ASIAN						
BLACK	5.0	14.5	24.0	33.5	43.0	52.5
HISPANIC						
2 OR MORE RACES						
WHITE	41.2	47.1	53.0	58.8	64.7	70.6
EDS	12.9	21.6	30.3	39.0	47.7	56.5
LEP						
SWD	15.4	23.9	32.3	40.8	49.2	57.7
AIG	80.0	82.0	84.0	86.0	88.0	90.0

## SUMMARY OF SCHOOL DATA ANALYSIS B AND/OR COMPREHENSIVE NEEDS ASSESSMENT

### 1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

Joyner students and staff have many accomplishments of which to be proud. Reading scores on the EOG (End of Grade) assessments (unofficial scores) using a level 3 as proficient indicates that 46.6% of 3rd - 5th grade students were proficient in Reading and 47.2% in Math. Kindergarten, first, second, and third grade students are ending the school year with the large majority (84%) of students at or above the expected TRC (Total Reading Comprehension) level for each grade level. Combining indicators for reading proficiency for the EOG and TRC levels shows 65% of all students, K-5 are proficient. The disparity of proficient students between White and African-American students has decreased in Reading in grades 3-5 to 26.3% from 35% based on the 2013-2014 EOG. Based on library book circulation and staff observation students are reading more on their own. Our average weekly book circulation increased from 770 books per week in 2013 to 800 books per week in 2014. The 2014 Teacher Working Condition Survey indicates that teachers are happy with the working conditions, staff development, and leadership at Joyner Elementary. All students and staff participated at least once yearly in service learning projects. Over the last four years, PBIS (Positive Behavior Intervention Support) has been successfully implemented by staff and students reducing the number of out of the classroom discipline referrals and students missing instructional time. Joyner each of the last three years has been an award winning PBIS school earning the Exemplary Status Award for 2012/2013 and will continue with that designation for the 2013/14 year. Parent involvement has increased with our PTA (Parent Teacher Association) and at events held at the school such as awards days and parent workshops. Parents representatives have attended our School Leadership Meetings and participated in school planning for our School Improvement Plan and Title I plans. An update with our 2014-2015 data shows that students reading proficiency on the EOG is remaining steady with a 0.1 point increase to 46.7 and students math proficiency decrease by 1.9 points to 45.3. Looking at our disparity in proficiency between our White and African-American students we increase our reading proficiency gap by 1.1 percentage points. A June, 2015 survey of students and parents show that both groups are pleased with Joyner. Seventy-five percent of students gave Joyner a grade of A or B. Joyner was named a North Carolina School of Character this year.

### 2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

While Joyner has had many accomplishments in all areas there are opportunities for improvement based upon our student and staff data. Reading proficiency among our students based on the EOG is at a preliminary 46.6% showing a 1.5% decrease from the previous year's proficiency data. Our students with disabilities and our African-American students in grades three through five have a gap in reading proficiency compared to our whole school scores. Math scores continue to rise but a need exists for students to focus on math processes for problem solving and deepening their math experiences with multi-step, real-world, problem solving. Math fluency as measured by Curriculum Based Measurements three times a year indicate that 49.5% percent of students in grades 1 - 5 are fluent based on national norms. Our service learning activities should be coming from the students as a result of the curriculum. Teachers should be helping to lead students to find ways to help their community and be involved with community issues. Staff development in the areas of teaching critical thinking skills needs to continue during the 2014-15 school year. Our parent involvement has increased but we need to continue to offer programs for parents to learn more about the school and how to help their child to be successful academically. Student tardies have been an issue over the last four years. Many students are tardy each day which causes students to miss valuable instructional time each day. Based upon our 2014-2015 updated data students growth towards proficiency has remained steady but is not increasing. Students are showing growth based on their scale scores but are not growing quick enough each year to reach proficiency.

### 3. What data is missing, and how will you go about collecting this information for future use?

A survey will be given to parents to generate data on the parents perspective of the school culture, curriculum, and discipline. Student growth data will be released with official EOG data giving us access that that information. Other data to gather and disaggregate are looking at students that have moved into Joyner during the current school year compared to students that have been at Joyner for at least two years. 2014-15 Update: a survey was given to students and parents in June, 2015 to get input on school events and to measure the perceptions of Joyner. At this time student growth data has not been released by the state.

SUMMARY OF SCHOOL DATA ANALYSIS B AND/OR COMPREHENSIVE NEEDS ASSESSMENT

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?
Priority Area 1:
1B) Literacy
Priority Area 2:
2B) Disparity between all students and students with disabilities and African American students in Reading proficiency.
Priority Area 3:
3B) Math
Priority Area 4:
4B)

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
<i>PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).</i>						
Priority Area 1	1B) Literacy					
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016 students in grades 3-5 will increase reading proficiency based on the EOG assessment from 46.6% to 63.7%.					
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning					
<i>DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).</i>						
IMPROVEMENT STRATEGY #1						
Improve Reading Comprehension: Foundations will be implemented in grades K-3 for all students to address phonics skills. Computer programs will be used to address weaknesses in vocabulary.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Third grade teachers and teachers new to K-2nd grades will be trained in Foundations during the summer, 2014. Lesson plans created by teachers, classroom observations and walk throughs will determine if the program is being implemented with fidelity. Materials for students and teachers will be provided by Guilford County Schools.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Brain Pop, Reading A-z, Moby Max and Flocabulary computer programs will be purchased for all classrooms through Title I funds. The programs will be used to increase students' vocabulary and background knowledge in an interactive manner to engage students.	Title I		\$4,000.00	\$0.00	\$0.00	\$0.00
3) A half time reading impact teacher will help implement Foundations and other reading initiatives with students and to provide support to teachers with follow up professional development. Title I funds will be used to purchase the position.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Provide HQ subs for Title I Teachers.	Title I		\$700.00	\$0.00	\$0.00	\$0.00
5)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Third grade teachers and teachers new to grades K-2 will be trained in Foundations by district trainers during the summer of 2014 and 2015.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Information will be provided to parents at the beginning of the school year at the annual Title I parent meeting and throughout the year to explain the Foundations program and its objectives. Flyers will be mailed to all families announcing the Annual meeting and other planned parent activities for the year. The Connect Ed phone system will be used as well as the school website and social media to inform parents of meetings, trainings, times and dates. Food will be furnished at the Title I Annual meeting on September 12, 2015 and dinner will be provided for the parent workshops on homework in September. Parents will have an opportunity to give feedback on school initiative during all parent trainings and meetings. INITIAL BUDGET ALLOCATION	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
14) Parents will be given access to the programs Brain Pop and Flocabulary to use at home with students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Books Before Bed will be held in February. Families will be invited to a literacy night event, including preK parents and community day care parents. A Guilford Parent Academy program will be held for parents that night giving them information for helping their child be a better reader. Invitations will be translated into needed languages to reach all families.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #2

Weekly grade level created common assessments will be used to determine mastery of content and remediation needs.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Grade level PLC meetings will be held weekly to create common assessments and analyze student work.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Substitutes will be provided for PLC meetings to create assessments and analyze student work.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) The curriculum facilitator and administrator will work with grade levels to provide support and guidance to use data to inform instruction.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will use the model, Plan, Teach, Evaluate to guided their daily instruction.			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Professional development will be held on two days, one in September and one in January to analyze student data, create common formative assessments and to increase teacher effectiveness using higher order questions and writing throughout the content areas. Substitutes will be provided.	Title I		\$3,141.48	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Information will be provided to parents at the beginning of the school year at the annual Title I parent meeting and throughout the year to explain the Foundations program and its objectives. Flyers will be mailed to all families announcing the Annual meeting and other planned parent activities for the year. The Connect Ed phone system will be used as well as the school website and social media to inform parents of meetings, trainings, times and dates. Paper and ink cartridges for parent information will be purchased.			\$1,403.02	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00



## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #3

The remediation program HELPS will be used to increase students' fluency. The program Text Talk will be used with students with disabilities and first grade students to increase students' vocabulary.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Students will be identified using beginning of the year DIBELS data for fluency remediation.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) A schedule will be created to provide identified students with extra sessions at least twice weekly of focused remediation using the HELPS program delivered by teacher assistants.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Middle of the year DIBELS assessments will be used to assess students progress.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) DIBELS will be used for 4th and 5th grade students to identify specific areas for remediation of reading skills. Title I funds will be used to purchase the web based program.	Title I		\$1,900.00	\$0.00	\$0.00	\$0.00
5) Provide materials for students needing assistance and for teaching centers and other instruction including paper and ink cartridges will be purchased with Title I funds.	Title I		\$1,162.69	\$0.00	\$0.00	\$0.00
6) The program Text Talk will be purchased with Title I funds for our students with disabilities and first grade to increase their reading and speaking vocabulary.	Title I		\$2,300.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) All teacher assistants have been trained in HELPS during the 2013-2014 school year. New teacher assistants will be trained for the 2015-2016 school year.			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Parents will be informed during the Title I Annual meeting to be held in September, 2015 of literacy initiatives. Invitations will be translated into other languages as needed.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>CHECK:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
Interim Assessments, DIBELS Next K-5, TRC K-5, Principal observations, Curriculum Facilitator observations, Common assessments for each grade level, Staff Development attendance, PLC meeting minutes, Student Data Notebooks						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
Analyze and review assessment data (Interim Assessments, DIBELS Next, TRC, Common assessments). Review of classroom walk-through data by the Principal and Curriculum Facilitator. Evidence of implemented strategies from staff development sessions in lesson planning and teaching.						

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

**What does the data/evidence show regarding the results of the implemented strategies?**

*Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)*

The Reading Interim Assessments were given in November and show that our 3rd graders were 44.3% proficient, 4th graders 49.1% and 5th graders were 59.4%. All grade levels were at or above the district average and making progress towards end of the year proficiency. BOY DIBELS data exceeded our goal with Kindergartners at 76% green, first grade at 90% green, and second grade at 88% green.

*Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)*

The 3rd-5th grade average for Interim Assessment I for reading was 49.8% showing a slight decrease from the 1st Interim Assessment of 1.1 points. MOY DIBELS data were well over the district average for each grade K-3 with K at 88%, 1st grade at 85%, 2nd grade at 85% and 3rd grade at 68% on target.

*Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)*

Based on the EOG for 2015 reading proficiency went up 0.1 percent points from 43.6 to 43.7. Using students scale scores student showed growth between the 2014 and 2015 test but official state growth data has not been released at this time. DIBELS data shows that 74% of K-2 students are proficient in early reading behaviors for their grade level. TRC data K-5 shows that 39% of students have reached their grade level for this assessment.

*Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)*

TRC scores indicate that school proficiency is 35% proficient grades K-4. DIBELS composite scores grades K-4 show a school proficiency of 78%. On the BOG for 3rd grade 25% of students passed scoring a level for the end of third grade. The district pre-test shows 3rd-5th grades 45% proficient for reading. TE21 assessments will take place December 2015 and additional strategies may be added.

*Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

**ACT:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

**Based upon identified results, should/how should strategies be changed?**

*Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)*

Based on the first review data our identified strategies will continue through the second review period.

*Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)*

Based on the second data review we will continue our strategies. Students that did not make adequate progress coming HELPS fluency intervention with small group will now work as an individual on the remediation. Teachers will also focus on teaching students to answer higher level questions after each lesson by using the think aloud strategy and gradually releasing responsibility to students.

*Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)*

Based on the end of year assessment results strategies need to be changed or modified. A focus on intentionally asking appropriate leveled questions directly aligned to standards and incorporating writing daily in all subjects for students to explain their thinking and show mastery of standards will be the focus of the 2015-16 school year.

*Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)*

Based on beginning of the year assessments we will continue with the above strategies. A school-wide focus on students writing for cognition has been added in each grade level. Teachers will pre plan questions in their lesson plans to raise the level of questions asked throughout the day. Our 4th grade transition students are receiving 25 minutes daily of additional guided reading time with the CF that is focusing on comprehension and vocabulary.

*Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

School Name:	Joyner Elementary	School Number:	436
Principal:	Denise Ebbs		
LEA Name/Number:	Guilford County Schools (410)		

## Priority Area 1

1B) Literacy

## Improvement Strategy #1

Improve Reading Comprehension: Foundations will be implemented in grades K-3 for all students to address phonics skills. Computer programs will be used to address weaknesses in vocabulary.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Third grade teachers and teachers new to K-2nd grades will be trained in Foundations during the summer, 2014. Lesson plans created by teachers, classroom observations and walk throughs will determine if the program is being implemented with fidelity. Materials for students and teachers will be provided by Guilford County Schools.	Instruction by Highly Qualified Teachers		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Brain Pop, Reading A-z, Moby Max and Flocabulary computer programs will be purchased for all classrooms through Title I funds. The programs will be used to increase students' vocabulary and background knowledge in an interactive manner to engage students.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$4,000.00	Select from drop down menu	Select budget category from drop down menu		\$0.00				\$0.00	\$4,000.00
3) A half time reading impact teacher will help implement Foundations and other reading initiatives with students and to provide support to teachers with follow up professional development. Title I funds will be used to purchase the position.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00				\$0.00	\$0.00
4) Provide HQ subs for Title I Teachers.	Instruction by Highly Qualified Teachers		Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$700.00				\$0.00				\$0.00	\$700.00
5)	Select from drop down menu		Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Third grade teachers and teachers new to grades K-2 will be trained in Foundations by district trainers during the summer of 2014 and 2015.		Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B													
13) Information will be provided to parents at the beginning of the school year at the annual Title I parent meeting and throughout the year to explain the Foundations program and its objectives. Flyers will be mailed to all families announcing the Annual meeting and other planned parent activities for the year. The Connect Ed phone system will be used as well as the school website and social media to inform parents of meetings, trainings, times and dates. Food will be furnished at the Title I Annual meeting on September 12, 2015 and dinner will be provided for the parent workshops on homework in September. Parents will have an opportunity to give feedback on school initiative during all parent trainings and meetings. INITIAL BUDGET ALLOCATION	1) Convene a Title I Annual public meeting. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 7) Develop School-Parent compacts. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement.	Reading	Parent - Other Food Purchases	3-5880-050-459	\$1,000.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu	\$0.00	\$1,000.00
14) Parents will be given access to the programs Brain Pop and Ploccabulary to use at home with students.	9) Provide materials and training to help parents work with their children to improve achievement.				\$0.00				\$0.00			\$0.00	\$0.00
15) Books Before Bed will be held in February. Families will be invited to a literacy night event, including preK parents and community day care parents. A Guilford Parent Academy program will be held for parents that night giving them information for helping their child be a better reader. Invitations will be translated into needed languages to reach all families.	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 12) Ensure that information is clear and understandable for parents, translate as needed. 11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.				\$0.00				\$0.00			\$0.00	\$0.00
												Subtotal #1:	\$5,700.00

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Weekly grade level created common assessments will be used to determine mastery of content and remediation needs.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Grade level PLC meetings will be held weekly to create common assessments and analyze student work.	Including teachers in decisions regarding the use of assessments		Select budget category from drop down menu		\$0.00	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Substitutes will be provided for PLC meetings to create assessments and analyze student work.	Instruction by Highly Qualified Teachers	Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$0.00	Reading & Math			\$0.00				\$0.00	\$0.00
3) The curriculum facilitator and administrator will work with grade levels to provide support and guidance to use data to inform instruction.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.				\$0.00	Reading & Math			\$0.00				\$0.00	\$0.00
4) Teachers will use the model, Plan, Teach, Evaluate to guide their daily instruction.					\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10) Professional development will be held on two days, one in September and one in January to analyze student data, create common formative assessments and to increase teacher effectiveness using higher order questions and writing throughout the content areas. Substitutes will be provided.		Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$3,141.48	Reading & Math			\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$3,141.48
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>		<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13) Information will be provided to parents at the beginning of the school year at the annual Title I parent meeting and throughout the year to explain the Foundations program and its	6) Provide for parent comments and feedback on the content of the schoolwide program plan.		Select budget category from drop down menu			Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$1,403.02	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$1,403.02
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													<b>Subtotal #2:</b>	<b>\$4,544.50</b>

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

The remediation program HELPS will be used to increase students' fluency. The program Text Talk will be used with students with disabilities and first grade students to increase students' vocabulary.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Students will be identified using beginning of the year DIBELS data for fluency remediation.	Schoolwide Reform Strategies		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) A schedule will be created to provide identified students with extra sessions at least twice weekly of focused remediation using the HELPS program delivered by teacher assistants.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Middle of the year DIBELS assessments will be used to assess students progress.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) DIBELS will be used for 4th and 5th grade students to identify specific areas for remediation of reading skills. Title I funds will be used to purchase the web based program.	Schoolwide Reform Strategies				\$0.00		Supplies & Materials	3-5330-050-411	\$1,900.00				\$0.00	\$1,900.00
5) Provide materials for students needing assistance and for teaching centers and other instruction including paper and ink cartridges will be purchased with Title I funds.	Schoolwide Reform Strategies				\$0.00				\$0.00	Reading & Math	Supplies & Materials	3-5330-050-411	\$1,162.69	\$1,162.69
6) The program Text Talk will be purchased with Title I funds for our students with disabilities and first grade to increase their reading and speaking vocabulary.					\$0.00				\$0.00	Reading	Supplies & Materials	3-5330-050-411	\$2,300.00	\$2,300.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10) All teacher assistants have been trained in HELPS during the 2013-2014 school year. New teacher assistants will be trained for the 2015-2016 school year.			Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>		<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13) Parents will be informed during the Title I Annual meeting to be held in September, 2015 of literacy initiatives. Invitations will be translated into other languages as needed.		1) Convene a Title I Annual public meeting. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Select from drop down menu	Select budget category from drop down menu	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													<b>Subtotal #3:</b>	<b>\$5,362.69</b>

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES						
<b>PLAN:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
Priority Area 2	2B) Disparity between all students and students with disabilities and African American students in Reading proficiency.					
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound <b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2016 the literacy proficiency of students with disabilities will increase from 22% to 47.5% and the proficiency of African-American students in grades 3-5 will increase from 35% to 55% based on EOG assessments.					
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning					
<b>DO:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
IMPROVEMENT STRATEGY #1						
Early Intervention for Second Grade						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) All second grade students will receive whole class critical thinking skills lessons twice weekly for the first nine weeks of school by the Academic	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) The Academically Gifted (AG) teacher will provide early intervention for 20% of the week with 2nd and 1st grade students. This 20% will be paid for with Title I funds.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) The second - fourth quarters of school 2nd grade students showing an aptitude for gifted education will be provided with twice weekly small group sessions. African-American and students with disabilities will have preference in placing in small groups.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) AG teacher will attend training with AG department for the early intervention program Summer 2014.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) AG teacher will conduct profession development for second grade classroom teachers to implement program.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) During the Annual Title I meeting second grade parents will be made aware of the early intervention program and it's goals. The Annual Title I meeting will be held in September, 2015.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2						
Identify and purchase multicultural books for guided reading and teacher directed reading lessons. We will also create a Maker Space for personalized learning.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Curriculum facilitator will organize the guided reading library and class sets of books to identify books for a variety of cultures as well as inventory the library and order new books to expand our library. She will work 5 days during the summer for a stipend so that books will be ready for teacher to use as soon as school begins.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will be expected to indicate in their lesson plans the use of multicultural books during lessons and have these books available for students self selected reading times.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Additional books of interest to African-American students will be added to the library.	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
4) A Maker Space will be established in partnership with UNCG. The space will be for students to engage in personalized learning and have low-tech and high-tech materials to present their learning. Consumable materials will be purchased with Title I funds for student use in the Maker Space. Student interns and staff from UNCG will work with the school to personalize learning for students. Each classroom will schedule one hour a week for using this space and for students to research and present on content of their choosing.			\$1,000.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) The curriculum facilitator will conduct professional development with staff on using multicultural text as a regular part of instruction on September 20, 2015.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) A parent activity "Books Before Bed" will be held on March 10, 2016 where a variety of books will be available for students to take home and add to their personal library. Child care will be available for parents and a Spanish interpreter will be available.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00



IMPROVEMENT STRATEGY #3						
Future Group and Involvement of Diverse Parents in Decision Making.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Male African-American and students with disabilities in grades 4 and 5 will be selected by the school counselor to be members of the "Future Group".	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) The group will meet at least monthly to set goals, discuss school achievement, and meet with community members to discuss future goals.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) The counselor will monitor and meet with students individually to discuss their individual needs and concerns.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Students will create and maintain a goal and data notebook to track their progress.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Kick Ball Kick Off will take place on Saturday, September 12, 2015 to bring all families together to kick off our year. Community organizations will have information for parents about their services for children, Joyner staff will be providing information to parents about curriculum and the school year, parents will have the opportunity to sign up for volunteer opportunities and leadership roles. PreK parents as well as students from area day cares will be invited to the event. Parents of the Future Group students will meet with the school counselor during this time for an introduction meeting of the program.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) During our opening school faculty meeting a professional development session will be held with staff on how to engage and encourage parents as partners in our school program and students' education. The information will be taken from the summer training at the African-American Symposium.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Parents will be included during student led conferences during 1st and 3rd quarter to discuss the student's goals and progress. Take home materials will be provided.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) The counselor will schedule quarterly meetings with parents of this group of students with topics to help them help their child reach their goals.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Parent representation on the School Improvement Team for 2015/2016 includes parents of diverse students to give their input to the School Improvement Plan and Title I planning as well as other school activities. Plans will include developing the school-parent compact and creating opportunities for parent involvement.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
<b>CHECK:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
Pre- and Post- Assessments, DIBELS Next, TRC, Principal observations, Curriculum Facilitator observations, Common assessments for individual students, Student Data Notebooks						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
Analyze and review assessment data (Interim Assessments, DIBELS Next, TRC, Common assessments). Review of classroom walk-through data by the Principal and Curriculum Facilitator. Evidence of implemented strategies from staff development sessions in lesson planning and teaching.						

<b>What does the data/evidence show regarding the results of the implemented strategies?</b>
<i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i>
Based on our DIBELS assessments for K-2 students our African-American males (AAM) are scoring at a higher level of proficiency percentage then all students. Kindergarten AAM are 86% on green, first graders are 91% on green and second graders are 86% on green.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>
Based on our DIBELS assessments for K-2 students our African-American males (AAM) are scoring at a higher level of proficiency percentage then all students. Our strategies will remain the same.
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>
End of the year assessments indicate that we increased our gap between White and African-American students by 1.1%.
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>
Based on 2014-15 EOG reading scores our students with disabilities are showing a proficiency rate of 15% and our gap between our AA students and white students is 29 points. Our DIBELS shows 75% of our AA male students are at benchmark proficiency.
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)
<b>ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).</b>
<b>Based upon identified results, should/how should strategies be changed?</b>
<i>Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)</i>
Based on the current data the strategies will remain the same.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)</i>
Based on the current data the strategies will remain the same.
<i>Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)</i>
Based on this information we will continue the above strategies but add using appropriate leveled questions based on the standards as well as writing in all content areas daily to show mastery of standards. We will also add a Genius Hour to each classrooms weekly schedule for students to work on projects of their choosing to present to others using high-tech and low tech materials.
<i>Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)</i>
To address our proficiency gap between students with disabilities (SWD) and all other students we will implement the researched based program Text Talk daily with all grade levels of SWD to address the vocabulary and comprehension skills. The Corrective Reading Program will also be used daily to address phonic skills daily. The above strategies will continue and remain the same.
<i>Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

School Name: **Joyner Elementary**  
Principal: Denise Ebbs  
LEA Name/Number: Guilford County Schools (410)

School Number: **436**

Priority Area 2														
2B) Disparity between all students and students with disabilities and African American students in Reading proficiency.														
Improvement Strategy #1														
Early Intervention for Second Grade														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) All second grade students will receive whole class critical thinking skills lessons twice weekly for the first nine weeks of school by the Academically Gifted teacher.	Instruction by Highly Qualified Teachers		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) The Academically Gifted (AG) teacher will provide early intervention for 20% of the week with 2nd and 1st grade students. This 20% will be paid for with Title I funds.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
3) The second - fourth quarters of school 2nd grade students showing an aptitude for gifted education will be provided with twice weekly small group sessions. African-American and students with disabilities will have preference in placing in small groups.	Transition Activities (PreK-K; 5th-6th; 8th-9th)				\$0.00				\$0.00				\$0.00	\$0.00
4)					\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) AG teacher will attend training with AG department for the early intervention program Summer 2014.			Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) AG teacher will conduct profession development for second grade classroom teachers to implement program.					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) During the Annual Title I meeting second grade parents will be made aware of the early intervention program and it's goals. The Annual Title I meeting will be held in September, 2015.	1) Convene a Title I Annual public meeting. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 7) Develop School-Parent compacts. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement.	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$0.00

Improvement Strategy #2														
Identify and purchase multicultural books for guided reading and teacher directed reading lessons. We will also create a Maker Space for personalized learning.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Curriculum facilitator will organize the guided reading library and class sets of books to identify books for a variety of cultures as well as inventory the library and order new books to expand our library. She will work 5 days during the summer for a stipend so that books will be ready for teacher to use as soon as school begins.	Activities for children experiencing difficulty	Select from drop down menu	Select budget category from drop down menu		\$0.00	Reading	Salary - Other Assignment (EEA) Curriculum Development	3-5330-050-191	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Teachers will be expected to indicate in their lesson plans the use of multicultural books during lessons and have these books available for students self selected reading times.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Additional books of interest to African-American students will be added to the library.	Schoolwide Reform Strategies	Reading	Library Books	3-5330-050-414	\$1,500.00	Reading	Library Books	3-5330-050-414	\$0.00				\$0.00	\$1,500.00
4) A Maker Space will be established in partnership with UNCG. The space will be for	Schoolwide Reform Strategies				\$0.00	Reading & Math	Supplies & Materials	3-5330-050-411	\$1,000.00				\$0.00	\$1,000.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) The curriculum facilitator will conduct professional development with staff on using multicultural text as a regular part of instruction on September 20, 2015.		Select from drop down menu	Select budget category from drop down menu		\$0.00	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) A parent activity "Books Before Bed" will be held on March 10, 2016 where a variety of books will be available for students to take home and add to their personal library. Child care will be available for parents and a Spanish interpreter will be available.	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. 12) Ensure that information is clear and understandable for parents, translate as needed. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Select from drop down menu	Select budget category from drop down menu		\$0.00	Reading	Select budget category from drop down menu		\$0.00		Parent - Supplies & Materials	3-5880-050-411		\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$2,500.00

Improvement Strategy #3														
Future Group and Involvement of Diverse Parents in Decision Making.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Male African-American and students with disabilities in grades 4 and 5 will be selected by the school counselor to be members of the "Future Group".	Schoolwide Reform Strategies		Select budget category from drop down menu		\$0.00	Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) The group will meet at least monthly to set goals, discuss school achievement, and meet with community members to discuss future goals.	Coordination & Integration of Federal, State, and Local Services				\$0.00				\$0.00				\$0.00	\$0.00
3) The counselor will monitor and meet with students individually to discuss their individual needs and concerns.					\$0.00				\$0.00				\$0.00	\$0.00
4) Students will create and maintain a goal and data notebook to track their progress.					\$0.00				\$0.00				\$0.00	\$0.00
5) Kick Ball Kick Off will take place on Saturday, September 12, 2015 to bring all families together to kick off our year.	Coordination & Integration of Federal, State, and Local Services				\$0.00				\$0.00	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) During our opening school faculty meeting a professional development session will be held with staff on how to engage and encourage parents as partners in our school program and students' education. The information will be taken from the summer training at the African-American Symposium.			Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parents will be included during student led conferences during 1st and 3rd quarter to discuss the student's goals and progress. Take home materials will be provided.	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 12) Ensure that information is clear and understandable for parents, translate as needed. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Parent - Supplies & Materials	3-5880-050-411		\$0.00
14) The counselor will schedule quarterly meetings with parents of this group of students with topics to help them help their child reach their goals.	2) Offer a flexible number of meetings. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement.				\$0.00				\$0.00				\$0.00	\$0.00
15) Parent representation on the School Improvement Team for 2015/2016 includes parents of diverse students to give their input to the School Improvement Plan and Title I planning as well as other school activities. Plans will include developing the school-parent compact and creating opportunities for parent involvement.	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 7) Develop School-Parent compacts.				\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #3:													\$0.00	

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

**PLAN:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 3</b>	3B) Math
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016 the math proficiency of students in grades 3 - 5 will increase from 47.2% to 58% based on the EOG assessments
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2016 the math proficiency of students in grades 3 - 5 will increase from 45.3% to 58% based on the EOG assessments.
<b>GCS 2016 Strategic Plan Alignment</b>	Area I: Personalized Learning

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

Create, administer, and analyze results of weekly common assessments.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Grade levels will meet weekly to create common assessments and to analyze the data from completed assessments to guide instruction. The curriculum facilitator and/or administrator will meet with teams weekly.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Common assessment data will be used to plan for interventions and enrichment time by classroom and support teachers.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Parents will receive information on how to help their individual students during teacher conferences and student led conferences. General information on the curriculum and ways to help students will be available at the Annual Title I meeting and Kick ball Kick off events. Training for staff will be held in August on how to best communicate with families.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2						
Explicit teaching of critical thinking skills.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Critical thinking skills will be explicitly taught by all teachers at least once weekly and will be indicated in lesson plans. Higher order questions will be used by teachers daily within instruction. Students will show mastery of material by writing daily in math.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Administrator and curriculum facilitator will monitor lessons and plans and provide feedback to the teacher.			\$0.00	\$0.00	\$0.00	\$0.00
3) A Maker Space will be created in partnership with UNCG. This space will be used by students to show their learning using high tech materials and low tech materials.			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) UNCG will provided professional development to staff on using the Maker Space and personalizing learning on half-day training days.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) The curriculum facilitator and principal will provide additional follow up training as well as math concept professional development at monthly staff development meetings.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>CHECK:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
Interim Assessments, DIBELS Next , TRC , Principal observations, Curriculum Facilitator observations, Common assessments for individual students, , Student Data Notebooks						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
Analyze and review assessment data (Interim Assessments, DIBELS Next, TRC, Common assessments). Review of classroom walk-through data by the Principal and Curriculum Facilitator. Evidence of implemented strategies from staff development sessions in lesson planning and teaching.						

<b>What does the data/evidence show regarding the results of the implemented strategies?</b>
<i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i>
The Math Interim Assessments were given in November and show that our 3rd graders were 35.6% proficient, 4th graders 37.5% and 5th graders were 34.7%. All grade levels were at or above the district average and making progress towards end of the year proficiency.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>
The average for 3rd, 4th, and 5th grade for Interim Assessment 2 was 41.5%. Students in all grade levels showed a 5.6 point growth when compared to the first Interim Assessment of 35.9%
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>
We had a decrease in math proficiency based on the 2015 EOG scores of 1.9 percent points from 47.2 to 45.3%.
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>
The beginning of the year pre-test shows a school proficiency of 30%. Teachers are using common assessments within the grade level to measure individual students and individual standards. Common assessments results are used to create small remediation groups during guided math time.
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)
<b>ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).</b>
<b>Based upon identified results, should/how should strategies be changed?</b>
<i>Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)</i>
Based on the first review data our identified strategies will continue through the second review period.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)</i>
Based on the second review of data our identified strategies will continue. Teachers will also focus on teaching students to answer higher level questions after each lesson by using the think aloud strategy and gradually releasing responsibility to students.
<i>Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)</i>
Based on the end of the year assessments we will continue to explicitly teach thinking skills and add daily writing in math for mastery of content and using appropriately leveled questions during instruction. We will also have a partnership with UNCG and their school of education to create a space where students' learning can be personalized to topics of their interest.
<i>Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)</i>
Based on the beginning of the year assessment all strategies will remain the same. All grade levels (2-5) are also increasing the use of calculators daily within problem solving instruction. Classroom teachers (k-5) are focusing a portion of their daily lesson on computation and basic facts the rest. The remaining time in the lesson will focus on problem solving.
<i>Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)



# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

School Name: **Joyner Elementary**  
Principal: Denise Ebbs  
LEA Name/Number: Guilford County Schools (410)

School Number: **436**

## Priority Area 3

Math

## Improvement Strategy #1

Create, administer, and analyze results of weekly common assessments.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Grade levels will meet weekly to create common assessments and to analyze the data from completed assessments to guide instruction. The curriculum facilitator and/or administrator will meet with teams weekly.	Including teachers in decisions regarding the use of assessments		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Common assessment data will be used to plan for interventions and enrichment time by	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3)	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4)					\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)		Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parents will receive information on how to help their individual students during teacher conferences and student led conferences. General information on the curriculum and ways to help students will be available at the Annual Title I meeting and Kick Ball Kids off events. Training for staff will be held in August <del>on how to best communicate with families</del>	2) Offer a flexible number of meetings. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 5) Provide regular opportunities for parents to meet with school staff. 9) Provide materials and training to help parents work with their children to improve achievement.	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Ink for parent communications from school and teachers for printers	10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; to implement and coordinate programs; and to build	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #1:													\$0.00	\$0.00

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

Explicit teaching of critical thinking skills.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Critical thinking skills will be explicitly taught by all teachers at least once weekly and will be indicated in lesson plans. Higher order questions will be used by teachers daily within	Schoolwide Reform Strategies	Select from drop down menu	Select budget category from drop down menu		\$0.00	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Administrator and curriculum facilitator will monitor lessons and plans and provide feedback to the teacher.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) A Maker Space will be created in partnership with UNCG. This space will be	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4)					\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) UNCG will provided professional development to staff on using the Maker Space and personalizing learning on half-day training days.		Select from drop down menu	Select budget category from drop down menu		\$0.00	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) The curriculum facilitator and principal will provide additional follow up training as well as math concept professional development at monthly staff development meetings.					\$0.00	Reading & Math			\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													<b>Subtotal #2:</b>	<b>\$0.00</b>

# 2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Joyner Elementary**  
Principal: Denise Ebbs  
LEA: Guilford County Schools (410)

School Number: **436**

PRC 050 Allocation	\$56,119.02
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Parent Involvement Set-Aside	\$1,403.02
Budgeted Parent Involvement	\$2,403.02
Great! You have met your PI Set-Aside.	

Professional Development Set-Aside	\$1,641.48
Budgeted Professional Development	\$3,141.48
Great! You have met your PD Set-Aside.	

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	436 Salary - Social Worker	\$0.00
	3-5320-050-181-	436 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	436 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	436 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	436 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	436 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	436 Salary - Teacher	\$24,486.00
PD	3-5330-050-125-	436 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	436 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	436 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	436 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	436 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	436 Salary - Substitute Pay (NOT Professional Development)	\$650.26
PD	3-5330-050-163-	436 Salary - Substitute Pay (Professional Development)	\$0.00
	3-5330-050-181-	436 Payroll - Supplementary Pay (5330)	\$3,227.70
	3-5330-050-184-	436 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	436 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	436 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	436 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	436 Payroll - Social Security/FICA (5330)	\$2,169.84
	3-5330-050-221-	436 Payroll - Retirement (5330)	\$4,342.74
	3-5330-050-231-	436 Payroll - Hospitalization Ins. (5330)	\$3,835.30
	3-5330-050-311-	436 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	436 Staff Dev/Workshop Expenses**	\$3,141.48
	3-5330-050-314-	436 Printing & Binding	\$0.00
	3-5330-050-326-	436 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	436 Field Trips	\$0.00
PD	3-5330-050-352-	436 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	436 Membership Dues & Fees	\$0.00
	3-5330-050-411-	436 Supplies & Materials	\$10,362.69
	3-5330-050-414-	436 Library Books	\$1,500.00
	3-5330-050-418-	436 Computer Software & Supplies	\$0.00
	3-5330-050-461-	436 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	436 Computer Equipment	\$0.00
	3-5330-050-541-	436 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	436 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	436 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	436 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	436 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	436 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	436 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	436 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	436 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	436 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	436 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	436 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	436 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	436 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	436 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	436 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	436 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	436 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	436 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	436 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	436 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	436 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	436 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	436 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	436 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	436 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	436 Parent - Postage	\$0.00
PI	3-5880-050-411-	436 Parent - Supplies & Materials	\$1,403.02
PI	3-5880-050-459-	436 Parent - Other Food Purchases	\$1,000.00
	3-6550-050-331-	436 Pupil Transportation - Contracted	\$0.00

\$56,119.02	TOTAL BUDGET
(\$0.00)	DIFFERENCE
(red)=overbudget	
black=underbudget/balanced	
\$38,061.58	Position Total
\$18,057.45	Non-Position Total

\*\*Staff Development/Workshop Expenses Subcodes:

3-5330-050-312-xxx-01  
3-5330-050-312-xxx-02  
3-5330-050-312-xxx-03  
3-5330-050-312-xxx-04  
3-5330-050-312-xxx-05

Registration Fees  
Travel/Transportation (includes privately owned auto, rentals, airfare)  
Subsistence (includes meals, lodging)  
Consultants  
Workshop Materials (includes refreshments)

\*If PD or PI appears, that code counts toward the set-aside automatically.  
\*White cells will show balance if (Optional) TRACKING sheet is up to date.

## 2014-16 SCHOOL SAFETY CHECKLIST

**School Name:**

**Joyner Elementary**

**School Number:**

**436**

**School Address:**

3300 Normandy Rd., Greensboro, NC 27408

**Principal:**

Denise Ebbs

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Brenda McLean & Barbara Slotnick	Annually	September, 2014, September 2015
Pre-Crisis Checklist	Denise Ebbs	Annually	September, 2014, September 2015
After Hours Emergency Contact List	Denise Ebbs	Annually	September, 2014, September 2015
Register Principal for Sex-Offender Registry Notifications	Denise Ebbs	Annually	August, 2014
Diabetic Training for Staff	Toyna Purcell	Annually	September, 2014, September 2015
Distribute/Explain Crisis Plan to Staff	Denise Ebbs	Annually	8/21/2014, 8/20/15
Distribute/Explain Code of Conduct	Denise Ebbs	Annually	8/21/2014, 8/20/15
Tornado Drill	Denise Ebbs	Annually	3-Mar-15
Conduct Student Safety Perception Survey	4th grade teachers	Annually	Apr-15
Train staff on Emergency Notification Network deployment	Denise Ebbs	Annually	8/21/2014, 8/20/15
Lock-down Drills	Denise Ebbs	Bi-Annually	5/2014, February 24, 2015, August 31, 20
Safety Inspection	Denise Ebbs & Chris Swinson & Sandra Gravely	Bi-Annually	June, 2015
Alternate Route Fire Drill	Denise Ebbs	Bi-Annually	3/25/2015
Playground Inspection	Sandra Gravely	Bi-Annually	11/6/2014, 8/20/15
Fire Drill / Sanitation Inspection	Chris Swinson	Monthly	8/28/14, 9/29/14, 10/21/14, 11/24/14, 12/17/14, 1/13/15, 2/16/15, 3/24/15, 4/24/15, 5/26/15, 8/27/15, 9/16/15, 10/8/15
Fire Extinguishers Inspection	Chris Swinson	Monthly	8/28/14, 9/29/14, 10/21/14, 11/24/14, 12/17/14, 1/13/15, 2/16/15, 3/24/15, 4/24/15, 5/26/15, 8/27/15, 9/16/15, 10/8/15
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Denise Ebbs	Monthly	9/2014, 10/2014, 11/2014, 12/2014, 1/2015, 2/2015, 3/2015
Automated External Defibrillator (AED) Inspection	Brenda McLean	Monthly	9/5/14, 10/5/14, 11/5/14, 12/5/14, 1/5/15, 2/5/15, 3/24/15, 4/24/15, 5/26/15, 7/20/15, 8/27/15, 9/16/15, 10/8/15
Discipline Incidents in PowerSchool	Denise Ebbs	Ongoing	
Volunteer Background Checks	Nanette Langhorne	Ongoing	
Monitor Visitor Check-In	Brenda McLean & Barbara Slotnick	Ongoing	
Monitor Arrival and Dismissal of Students	Denise Ebbs & Susan Tendler	Ongoing	
Monitor Sex Offender Registry	Denise Ebbs	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Denise Ebbs	Ongoing	

## 2014-16 SCHOOL SAFETY CHECKLIST

## RESOURCE MATERIALS

GCS School Improvement Planning Guide ( <a href="http://portal.qcsnc.net/principalportal/Shared Documents/School Improvement Planning/GCS School Improvement Planning Guide.rev1 (MAY 2014).pdf">http://portal.qcsnc.net/principalportal/Shared Documents/School Improvement Planning/GCS School Improvement Planning Guide.rev1 (MAY 2014).pdf</a> )
North Carolina School Improvement Planning Implementation Guide ( <a href="http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip-guide.pdf">http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip-guide.pdf</a> )
<b>Highly Qualified Teachers (HQT):</b> Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT ( <a href="http://www.ncreportcards.org">www.ncreportcards.org</a> Click on High Quality Teachers tab)
<b>End-of-Grade (EOG) Results disaggregated:</b> ( <a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)
<b>End-of-Course (EOC) Results disaggregated:</b> ( <a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State Testing Results)
North Carolina Teacher Working Conditions Survey ( <a href="http://ncteachingconditions.org">http://ncteachingconditions.org</a> )
School Report Card results: ( <a href="http://www.ncreportcards.org">www.ncreportcards.org</a> )
GCS Data Console ( <a href="http://qcsdataconsole.qcsnc.net">http://qcsdataconsole.qcsnc.net</a> )
<b>School Demographic Information related to student discipline:</b> (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) ( <a href="http://www.ncpublicschools.org/research/discipline/reports">http://www.ncpublicschools.org/research/discipline/reports</a> )
<b>School Demographic Information related to drop-out information and graduation rate data</b> ( <a href="http://www.ncpublicschools.org/research/dropout/reports">http://www.ncpublicschools.org/research/dropout/reports</a> )
<b>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels</b> <a href="http://www.qcsnc.com/pages/qcsnc/District/Board_of_Education_-_Group/Meeting_Materials/2014_Meeting_Materials/February_1_2014_Winter_Retrea/Documents/Public_Opinion_Polls">http://www.qcsnc.com/pages/qcsnc/District/Board_of_Education_-_Group/Meeting_Materials/2014_Meeting_Materials/February_1_2014_Winter_Retrea/Documents/Public_Opinion_Polls</a>
<b>Title III AMAO School Process Information</b> related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency
<b>Title III AMAO School Process Information</b> related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency
<b>School Process Information</b> uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
Ready Schools Inventory/Ready Schools Plan ( <a href="http://www.ncreadyschools.org">http://www.ncreadyschools.org</a> )
Title I AYP ( <a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a> )
Healthy Active Children Initiative ( <a href="http://www.nchealthyschools.org">http://www.nchealthyschools.org</a> )
EVAAS ( <a href="https://ncdpi.sas.com/">https://ncdpi.sas.com/</a> )
2013 School Safety Act - North Carolina Senate Bill 589 ( <a href="http://www.ncleg.net/Sessions/2013/Bills/Senate/PDF/S589v1.pdf">http://www.ncleg.net/Sessions/2013/Bills/Senate/PDF/S589v1.pdf</a> )
North Carolina General Statute 115C-105.27 <a href="#">Scroll down to 115C-105.27 - Development and approval of school improvement plans.</a>

## JOYNER ELEMENTARY SCHOOL-SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5320	3-5320-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	0.00		0.00	0.00
SALARY - TEACHER	3-5330-050-121	24,486.00		7,350.00	17,136.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	0.00		0.00	0.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	0.00	0.00	0.00	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	650.23		0.00	650.23
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	1,144.00		1,144.00	0.00
PAYROLL - BONUS PAYMENT	3-5330-050-180	525.00		0.00	525.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	3,227.70		913.50	2,314.20
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	0.00		0.00	0.00
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	2,297.52		704.53	1,592.99
PAYROLL - RETIREMENT 5330	3-5330-050-221	4,215.25		1,260.92	2,954.33
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	3,764.60		1,344.36	2,420.24
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	3,141.48	0.00	0.00	3,141.48
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	0.00	0.00	0.00	0.00
FIELD TRIPS	3-5330-050-333	0.00	0.00	0.00	0.00
TUITION FEES	3-5330-050-352	198.21	0.00	0.00	198.21
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	10,066.01	5,820.31	3,534.63	711.07
LIBRARY BOOKS	3-5330-050-414	0.00	0.00	0.00	0.00
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT - CAPITALIZED	3-5330-050-541	0.00	0.00	0.00	0.00
COMPUTER HARDWARE - CAPITALIZED	3-5330-050-542	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDER CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	1,376.54	0.00	1,376.54	0.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	1,026.48	0.00	388.66	637.82
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	56,119.02	5,820.31	18,017.14	32,281.57
					32,281.57
PAYROLL TOTALS	44	40,310.30	0.00	12,717.31	27,592.99
NON-PAYROLL TOTALS	20	15,808.72	5,820.31	5,299.83	4,688.58
TOTAL	64	56,119.02	5,820.31	18,017.14	32,281.57